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rier; and has not even he a little Germanized his Latins, as Wagner has Germanized Tristram? But allowing that to Vergil's Romans and their descendants Aeneas has been more nearly than to us a man and a hero, can we suppose that he has ever seemed to any one a moving personality? At least the distinctive power of the Aeneid is not here.

Except for Dido, what humanly reaches our sympathies now and again is something incidental—almost, it would appear, accidental. The mother of Euryalus in the midst of her wild grief lamenting that she cannot shroud his body with the coat that has been taxing her aged hands; the affection of Mezentius for his horse; Nisus and Euryalus talking low on the camp wall; the old Evander's thought of his dead wife—*Felix morte tua, neque in hunc servata dolorem*—beside the bier of his son; the mere illustrative figure of the house-wife weaving before dawn

. . . castum ut servare cubile
Coniugis, et possit parvos educere natos;
the stuff of the Aeneid is not these, but Laocoön in agony; the descent of Mercury, the figures as sun on brass, more splendid than any others ever strung on so thin a thread of fable. Vergil sings arms, the sea and shore, dawn and moonlight, but not the man.

This typical absence of human appeal leaves free the enjoyment of the Aeneid as a supreme work of artifice. It is a pleasure faint, doubtless, to most men, but untroubled, art for the sake of art. The just word charged with suggestion and not surcharged—

. . . lucet via longo
Ordine flammaram, et late discriminat agros—
the elaborate cunning of the sentences, each a pattern of rhetoric and prosody, suit well the glittering pomp, the unrelaxed etiquette. The methods of the most elaborate, the most highly colored, of the great poets, are so manifest as to appoint him perpetual teacher. Just because his habit is so far from the inimitable simplicity of Homer, Vergil is the master of poets. And as the master of poets, so the gentle companion of those whose journeys must be far lower and more literal than Dante's. For solace as for study it is always safe to embark upon his sounding line.

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ORAL WORK

The following extracts are from an article by Dr. W. H. D. Rouse in the Rivista "Scienza" (Volume 4, Number 7), entitled Classical Work and Method in the Twentieth Century.

The master begins by rising in his place and saying *surgō*. He then calls on a boy to write the word on the blackboard, for each new word has to be so written, and it must not be spelt; if written wrong,

it must be repeated more distinctly until it can be written right. The master then tells a boy, in English, to rise, and as he rises, the master says to the boy, *surgis*, which is also written down. Both being again seated, the master tells the class to say to him, as he rises, what he had said to the boy, and the acts are repeated. Next he tells one or more boys to rise with him, and as he does so he says *surgimus*: the class is told to rise, and the master says *surgitis*. The same variation is made as before. Finally one by his direction rises, and the master says to the rest *surgit*; two or more rise, and he says to the others *surgunt*. The six forms that stand on the blackboard, completing the present indicative active, are now arranged in the traditional order and the nature of the table is explained. Similar tables are asked for with other verbs, say *lego* and *cado*, and specimens are given with action. A good deal of drill is necessary at this stage. The next exercise may be imperative, combined with this as follows: Master: *surge*; Boy (rising): *surgō*. Master: *surgite*; Boys: *surgimus*. The master directs one boy after another to say the same, and the imperative is soon learnt. I need not go any further into detail, or show how the names of objects are taught; the curious may refer to our text-book (A First Latin Course, by W. H. S. Jones, published by The Macmillan Co.), and enough has been said to show the method. When we have learnt the present of *esse* and the forms included under *bonus, bona, bonum*, we can go on for a while without more grammar, learning new words and using them in all possible combinations. There is no need to give special lessons to nouns when the adjective has been learnt, the forms being the same in both.

With Greek our first lesson is different, since we have now a new alphabet to learn, but this part of it is easy, since we have only to imitate the way that we learnt our own alphabet by following the way in which the Greeks learnt theirs. Athenaeus (p. 454) has preserved a few verses of the poet Kallias, giving the names of the letters: this (given with one or two small changes) may be learnt by heart and recited.

ἔστ' ἀλφα, βῆτα, γάμμα, δέλτα, καὶ τὸ εἰ
δῆτ', ἦτα, θῆτ', ἰῶτα, κάππα, λάμβδα, μῦ,
νῦ, ξῖ, τὸ οὐ, πῖ, ρῶ, τὸ σῖγμα, ταῦ, τὸ θ
φῖ, χῖ τε καὶ ψῖ καὶ τὸ δ

We then proceed to spell syllables with each letter in order.

βῆτα ἀλφα βα, βῆτα εἰ βε, βῆτα ἦτα βη

Each series contains one constant element repeated often and the varying elements are also repeated in each successive series; a very thorough and effective

method of teaching the alphabet. As to the next lesson, since the paradigm is like the Latin in general form, there is no need to lead up to it: the adjective *καλὸς καλῶ καλῶν* may be at once given with the article and one tense of the normal verb: and we shall have grammar enough to go on with.

Question and answer upon the text is a useful and easy method of practice. It is customary in the German Reform-Gymnasien, and has been practiced also in England more or less systematically, in a few schools: I believe it has never been tried without proving its value, which is the greater because it may be used at any stage. Take for example a simple sentence which may occur in one of the earliest reading exercises: *incolae adventum Romanorum expectabant*; question and answer will follow after this fashion, the book being open:

Magister.—Quid expectabant incolae?
Puer s. pueri.—Adventum Romanorum expectabant incolae.
M.—Quorum adventum expectabant incolae?
P.—Romanorum adventum expectabant incolae.
M.—Quid faciebant incolae?
P.—Expectabant incolae adventum Romanorum.

Take paraphrase again and suppose the reading lesson to include the three lines of Martial
Nullos esse deos, inane caelum
Adfirmat Segius; probatque, quod se
Factum, dum negat haec, videt beatum.

The master reads out the lines, which *ex hypothesi* have not been prepared by the class, and as a first step to explanation, asks:

Magister.—Quid primum adfirmat Segius?
Puer s. pueri.—Nullos esse deos adfirmat Segius.
M.—Quid deinde adfirmat?
P.—Inane esse caelum adfirmat.
M.—Conjunge haec mutato ordine.
P.—Segius adfirmat nullos deos esse, et inane esse caelum.
M.—Intelligitisne omnes?
P.—Nescio quid sit inane.
M.—Inane idem est quod vacuum, quod nihil in se habet, hic scilicet quod deos habet in se nullos.
P.—Iam intellego.
M.—Pergamus ad alteram sententiam; quid probat Segius?
P.—Nescimus quid probet Segius.
M.—Nempe probat hoc verum esse, nullos esse deos probat esse verum, probat inane deis esse caelum.
P.—Intellegimus.
M.—Quid intellegitis?
P.—Probare Segium nullos esse deos et cetera.
M.—Ita. Quare igitur, qua ratione?
P.—Quod se beatum esse videt.
M.—Quando se beatum esse videt?
P.—Dum haec negat, videt se esse beatum.

M.—Quamvis igitur haec neget, quamquam haec negat, nihilo minus se esse beatum videt. Scribite iam pedestri oratione id quod significat poeta; post haec vertite Anglice.

SUMMARY

II. The Study of Greek and Latin as a Preparation for the Study of Law, by Lynden Evans of the Chicago Bar. (From the School Review xv. 417-422, for June, 1907).

In the preparation of the lawyer nowadays there is a tendency to draw away from the Classics as preliminary professional training. This is due in part to eagerness for immediate results. Appeal to tradition is no longer an effective argument against this tendency, and, furthermore, the change in the conditions surrounding the legal profession makes necessary a restatement of what its preparation should be.

In the past the law furnished many leaders in affairs, and that very fact, involving, as it did, close connection with large questions, insured a breadth of view which is in danger of disappearing now that the most pressing questions with which the lawyer has to deal are money disputes.

While the lawyer of to-day has to know the wider and more complicated business relations that now exist, and know them better than the lawyer of half a century ago, relations are financial, absolutely; human interests and the development of society are less and less necessary subjects of inquiry in the actual practice of our profession, and we must therefore meet the narrowing tendency by a broader training in order to produce the best results.

For obtaining this breadth of view in what respects do the Classics excel the modern languages, mathematics or the natural sciences? The greatest advantage of the ancient over the modern languages lies in the fact that, while modern literature is a literature of emotion, that of the ancients is one of thought. Furthermore, modern languages, inasmuch as they are constantly changing, are full of colloquial phrases which are necessarily inaccurate. The Greek and Latin literatures "when properly studied involve accurate expression and logical rather than sympathetic development. . . . The subjects stressed are the conduct of life and the government of men and the lessons of history—the subject-matter of that literature itself educates a lawyer". Also, since our own tongue consists largely of derivatives from Greek and Latin, a study of these languages gives an accurate understanding of the fundamental meaning of words, not to be obtained from an English dictionary. "It was James Russell Lowell who said that he believed he had never made a mistake in the meaning of an English word until one day in a hurry he consulted an English dictionary instead of a Greek or Latin dictionary for the root meaning of the word sought". Moreover, not only is the body of the law from which ours is derived written in Latin, but many of the forms of pleading and principles of jurisprudence have been summarized in brief Latin statements; hence a knowledge of that tongue would seem of the highest importance for the lawyer.